

**Title of Instructional Materials:** Glencoe Core Plus Course 3

**Grade Level:** Integrated III

### Summary of Glencoe Core Plus Course 3

<p><b>Overall Rating:</b></p> <p><input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b> Core Plus develops essential mathematical concepts through investigations of real-life contexts. Students are able to develop a deep fundamental understanding of concepts, skills, and problem-solving procedures. There is good alignment with the CCSS; however the pathways outlined by Core Plus and Appendix A of the CCSS do not match. Although the ideas outlined in the domains and clusters of the CCSS are aligned, certain specific standards do not appear in Core Plus.</p>	<p><b>Important Mathematical Ideas:</b></p> <p><input type="checkbox"/> Weak (1-2) <input checked="" type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b> The following standards are not well-developed in Core Plus: G-MG.1 G-GMD.4 G-SRT.9 F-BF.3 F-IF.9 F-IF.7b (only in 1 homework problem) F-IF.6 A-APR.5 A-APR.4 N-CN.8</p>
<p><b>Skills and Procedures:</b></p> <p><input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b> Skills and procedures are critical tools and are developed through connections and applications, allowing students to more fully apply mathematical concepts to real-world situations.</p>	<p><b>Mathematical Relationships:</b></p> <p><input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b> Mathematical relationships are integrated in such a way that demonstrated the relationship between mathematical ideas, skills, and procedures both inside and outside the realm of mathematics.</p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

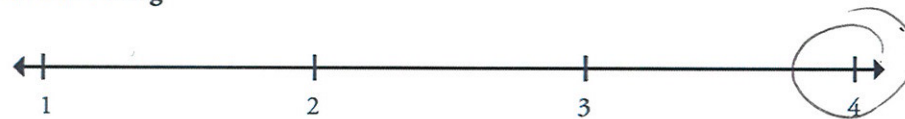
Unit 1 p. 4-10  
p. 33 4c

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Training to analyze reasoning - does it make sense?  
Conjecture, plan, test, prove  
counterexamples

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1 p. 4-39

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

[not a lot of units in Unit 1, but in others]

Summary/Justification/Evidence

Reasoning in contextual penny game  
Generic proofs of congruence, parallel  
architecture → parallel

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1 p. 4-5  
7-10

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

"Compare with others, resolve any differences"  
"Write a convincing argument"  
"Analyze reasoning"

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

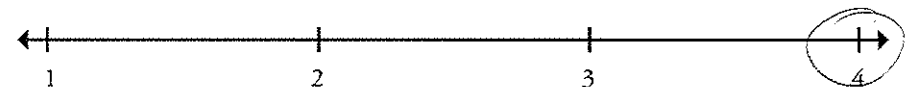
Unit 1 p. 74-91

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Designing experiments to solve problems  
protocol, inferences  
(statistics)

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

CPMP

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

p. 4-39

Unit 1

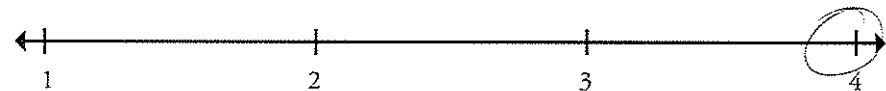
*Trend of contexts  
→ lots of units,  
labeling, etc.*

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

*Def. of the postulates in proofs & critique  
of given proofs  
7b any errors? show always true?  
showing? easy way to prove?*

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1

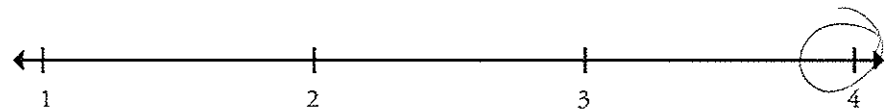
Trend in  
series . . .

Summary/Justification/Evidence

"number trick" as parts & as whole  
parts of linear eq. as intercepts, slope  
put a line altogether p. 59

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

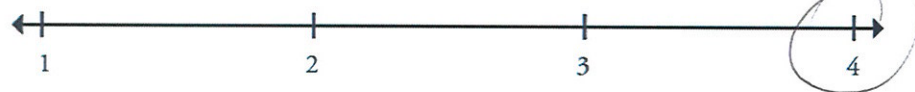
Statistics

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Looking for patterns in data,  
changing model as needed, recognizing  
significance of patterns or lack thereof  
evaluate testing

Overall Rating



---

---

## The Complex Number System (N-CN)


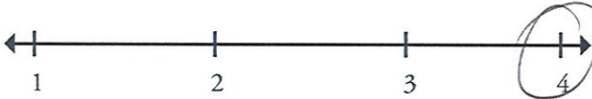
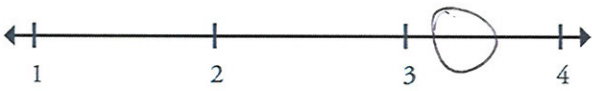
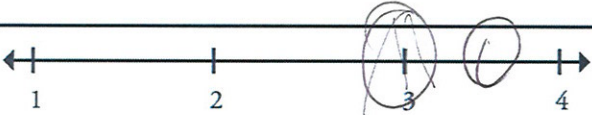
A graph showing a linear function on a Cartesian coordinate system. The line has a positive slope and intersects the y-axis at a positive value. The line is labeled with the equation  $y = 2x + 3$ .

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

# MATHEMATICS III — NUMBER AND QUANTITY (N)

## The Complex Number System (N-CN)

<p><b>Use complex numbers in polynomial identities and equations.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>N-CN.9</b></p> <p>(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.</p> <p>Note: Polynomials with real coefficients; apply to higher degree polynomials.</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p>Quadratic formula? Historical context but no units technology 353-356</p> <p>multiple approaches p. 358 #8 write quadratic based on solutions p. 362 #24 Factor them cubics → 0 or 2 complex roots</p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p>No real-world context</p> <p><b>Overall Rating</b> </p>

---

## Seeing Structure in Expressions (A-SSE)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 129-135  
all work was  
linear....  
(4)

p. 348-  
Quadratics  
in vertex  
form  
coeff. form  
factors

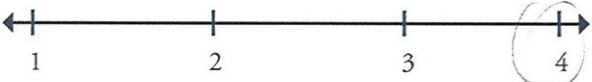
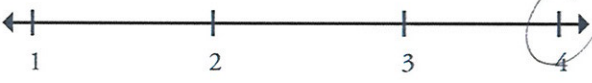
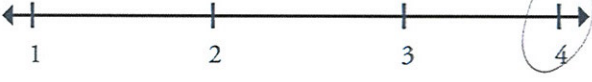
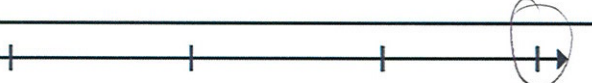
p. 391  
context  
to interpret  
Quadratics  
from context  
to make the  
to geometry

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

# MATHEMATICS III — ALGEBRA (A)

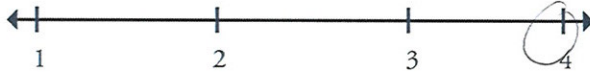
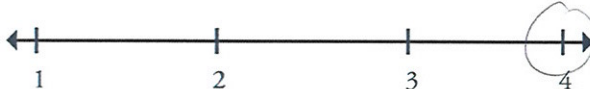
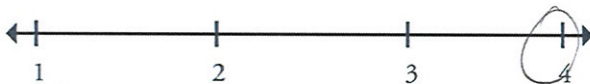
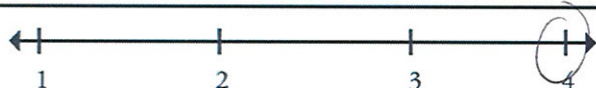
## Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>A-SSE.1b</b></p> <p>1. Interpret expressions that represent a quantity in terms of its context.*</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret <math>P(1+r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</p> <p>Note: Polynomial and rational.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 348- quadratics as whole - graph, inequality 2 parts - vertex intercepts</p> <p>p. 348 rational as 2 functions interpret each individually then as <math>\frac{f(x)}{g(x)}</math></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

---

---

## Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>A-SSE.2</b></p> <p>Use the structure of an expression to identify ways to rewrite it. <i>For example, see <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</i></p> <p>Note: Polynomial and rational.</p>     <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p 332 — 338</p> <p>Inho questions are great #1 too</p> <p>rewriting (to graph, not just factor) purpose</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>    <div>Overall Rating </div>

---

## Seeing Structure in Expressions (A-SSE)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 492  
Formula derived 491  
(#6, 7) #8  
epidemic  
CVR % increase  
in sales  
Always reminding  
of prior work  
& skills &  
tools

---

© 2006 The Authors  
Journal compilation © 2006 Blackwell Publishing Ltd

## Arithmetic with Polynomials and Rational Expressions (A-APR)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 327-335 <sup>7th product</sup>  
 looks similar or diff. of poly. as new poly. facts, but  
 not explicit as to being "closed" → more embedded  
 in context  
 more context w/ + & -

---

## Arithmetic with Polynomials and Rational Expressions (A-APR)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 345 #20  
 done in reverse: if  $(x-a)$  a factor ... then  $f(a) = 0$   
 explain given steps

---

## Arithmetic with Polynomials and Rational Expressions (A-APR)

The Charles A. Dana Center 22


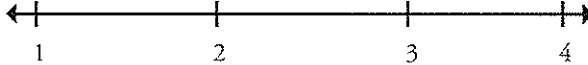

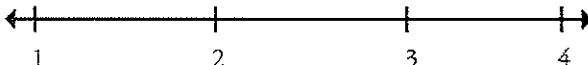
---

Source: <http://www.fishbase.org>. Accessed 12/12/2012.

## Arithmetic with Polynomials and Rational Expressions (A-APR)

Title of Instructional Materials: \_\_\_\_\_

## Arithmetic with Polynomials and Rational Expressions (A-APR)

<p><b>Use polynomial identities to solve problems.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>A-APR.5</b></p> <p>(+) Know and apply the Binomial Theorem for the expansion of <math>(x + y)^n</math> in powers of <math>x</math> and <math>y</math> for a positive integer <math>n</math>, where <math>x</math> and <math>y</math> are any numbers, with coefficients determined for example by Pascal's Triangle.<sup>1</sup></p>       <p><sup>1</sup> The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.</p> <p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas </p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures </p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships </p> </div> <p><b>Summary / Justification / Evidence</b></p>
	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>
	<p><b>Overall Rating</b> </p>

---

---

## Arithmetic with Polynomials and Rational Expressions (A-APR)

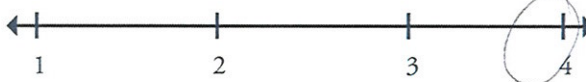
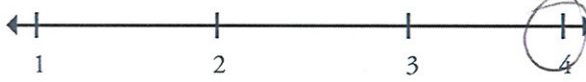
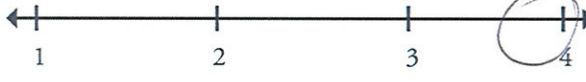
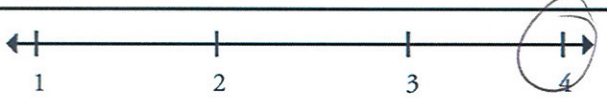
The Charles A. Dana Center

Reviewed By: \_\_\_\_\_



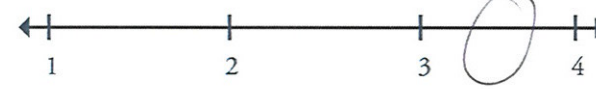
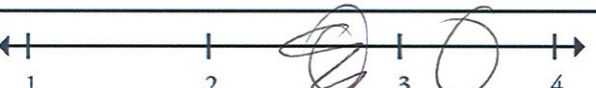
Title of Instructional Materials: \_\_\_\_\_

# MATHEMATICS III — ALGEBRA (A)

## Arithmetic with Polynomials and Rational Expressions (A-APR)

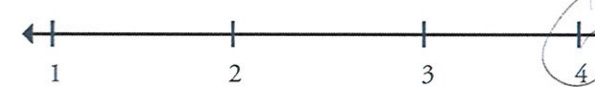

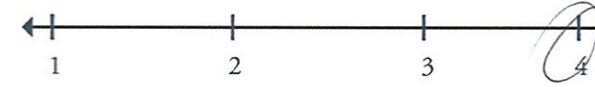
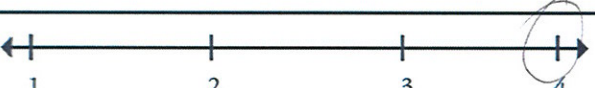
Rewrite rational expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>A-APR.7</b></p> <p>(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p>Note: Linear and quadratic denominators.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b></p> <p><i>connected to other math ideas</i></p> <p><i>extension of ideas</i></p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p><i>p. 369-379</i></p> <p><i>fact sales</i></p> <p><i>mult. p. 371 #6</i></p> <p><i>extensive discussion of domain in division</i></p> <p><i>context stated</i></p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><i>no specific reference to "closed under..."</i></p> <p><b>Overall Rating</b> </p>

## Creating Equations (A-CED)

<p><b>Create equations that describe numbers or relationships.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>A-CED.1</b></p> <p>Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*</i></p> <p>Note: Equations using all available types of expressions including simple root functions.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures  <i>not these spec...</i></p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>Context connected trend in series</i></p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p><i>p. 338 #6 Storage bin Volume determined by dimensions max? p. 368-9 maximizing profits (not writing explicit inequalities)</i></p> <p><i>Write several equations</i></p> <p><i>p. 385 #2 move ladder around corner (minimizes) no inequalities</i></p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><i>inequalities</i></p> <p>Overall Rating </p>

---

### Creating Equations (A-CED)

<p><b>Create equations that describe numbers or relationships.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>A-CED.2</b></p> <p>Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*</p> <p>Note: Equations using all available types of expressions including simple root functions.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>well developed</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p. 132-155</i>  <i>Astronaut food</i>  <i>production planning</i>  <i>use to find feasible</i>  <i>regions</i>  <i>context labeling</i>  <i>scales</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>no root functions</i></p> <p>Overall Rating </p>

### Creating Equations (A-CED)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p-132-135

Context leads to viable/non-viable  
production/assessant (feasible)

equations &  
inequalities

Context requires  
several eq  
- systems

modeling  
feasible regions

© 2006 The Authors  
Journal compilation © 2006 Blackwell Publishing Ltd

### Creating Equations (A-CED)

A-CED.4

Note: Equations using all available types of expressions including simple root functions.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

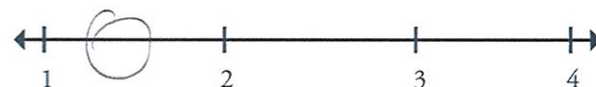
p. 50 #27  
density

p. 58-61  
given a formula  
re write such that  
(no context, except geometric ideas)

p. 63 #8  $\longleftrightarrow$

p. 192 #33  
newick (no context)

### Important Mathematical Ideas



no context

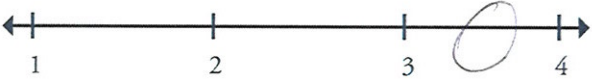
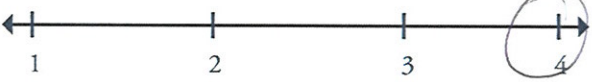
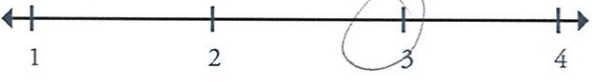
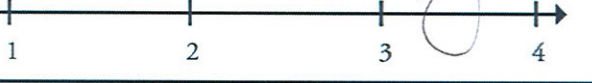
root functions

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

# MATHEMATICS III — ALGEBRA (A)

## Reasoning with Equations and Inequalities (A-REI)



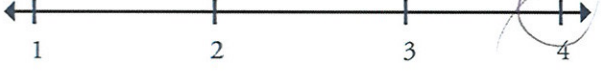
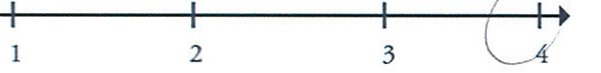
<p><b>Understand solving equations as a process of reasoning and explain the reasoning.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>A-REI.2</b></p> <p>Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p> <p>Note: Simple radical and rational.</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p>p. 115-117 teachers/salaries rational solve &amp; explain decontextualized #3 rat &amp; rad (no extraneous soln)</p> <p>p. 119 #4 120 #9 124 #21</p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p>no mention of extraneous solutions</p> <p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

# MATHEMATICS III — ALGEBRA (A)

## Reasoning with Equations and Inequalities (A-REI)

Represent and solve equations and inequalities graphically.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>A-REI.11</b></p> <p>Explain why the x-coordinates of the points where the graphs of the equations <math>y = f(x)</math> and <math>y = g(x)</math> intersect are the solutions of the equation <math>f(x) = g(x)</math>; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where <math>f(x)</math> and/or <math>g(x)</math> are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*</p> <p>Note: Combine polynomial, rational, radical, absolute value, and exponential functions.</p> <p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p><i>P. 114-116 noncontextual polynomial</i>  <i>P. 115-116 intersecting on graph w/o giving equations</i>  <i>rational linear poly abs. value</i>  <i>Tubman school context</i>  <i>- sketch graph</i>  <i>- use reasoning</i>  <i>- CAS</i>  <i>- tables</i>  <i>- apply to solve</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  <i>no logarithmic, exponential</i></p> <p>Overall Rating </p>

---

## Interpreting Functions (F-IF)


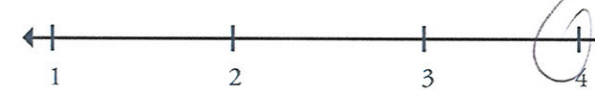
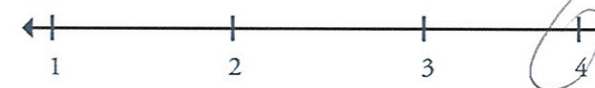
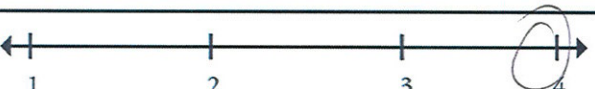
Indicate the chapter(s), section(s), and/or page(s) reviewed

p. 365  
 meets standard pretty much  
 in context of sales/profit  
 viable/theoretical  
 domain

---

---

## Interpreting Functions (F-IF)

<p><b>Interpret functions that arise in applications in terms of the context.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>F-IF.5</b></p> <p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.*</i></p> <p>Note: Include rational, square root and cube root; emphasize selection of appropriate models.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p. 365-366 profit/sales discussion of domain - viable &amp; theoretical</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

## Interpreting Functions (F-IF)

---

## Interpreting Functions (F-IF)

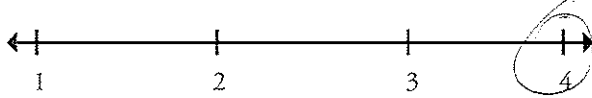


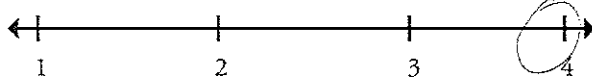
The Charles A. Dana Center 36

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## MATHEMATICS III — FUNCTIONS (F)

### Interpreting Functions (F-IF)


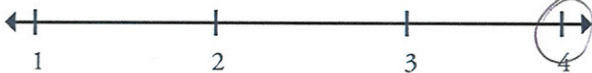
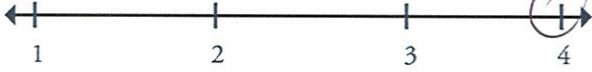

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>F-IF.7c</b></p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p> <p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p>Note: Include rational and radical; focus on using key features to guide selection of appropriate type of model function.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p. 320 -</i>  <i>Intro?</i>  <i>1st looking at relationships b/w</i>  <i>graphs &amp; eqs</i>  <i>Find 0s from graphs</i>  <i>p. 332</i>  <i>factored form to find 0 &amp; int.</i>  <i>lots of graphing</i>  <i>some context</i>  <i>lots of reference</i>  <i>to previous work &amp; skills</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>no mention of end behavior</i></p>
	<p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

# MATHEMATICS III — FUNCTIONS (F)

## Interpreting Functions (F-IF)



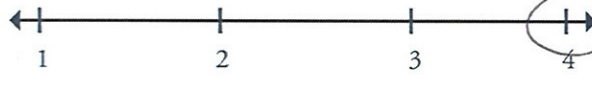
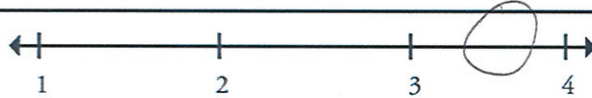
Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>F-IF.7e</b></p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>Note: Include rational and radical; focus on using key features to guide selection of appropriate type of model function.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p. 433 - 434</i>  <i>amplitude</i>  <i>period</i>  <i>midline</i>  <i>(y-displacement)</i>  <i>Context</i>  <i>no context</i>  <i>(STAN, 40)</i></p> <p><i>p. 560 - 562</i>  <i>no graphing</i>  <i>(log)</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>no logarithmic graphing</i></p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

# MATHEMATICS III — FUNCTIONS (F)

## Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<b>F-IF.8a</b> 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. Note: Include rational and radical; focus on using key features to guide selection of appropriate type of model function.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b>  <i>multiple approaches</i>  <i>extension of ideas</i>  <i>deciding on right model in other section...</i>  <i>I know I saw it</i> </p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p>Overall Rating </p>

Indicate the chapter(s), section(s), and/or page(s) reviewed.

p. 347 - 352 not contextual

vertex  
 compl. the sq. with the (area model)

extreme values

STM p. 352

CUU

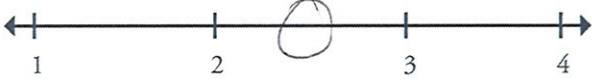
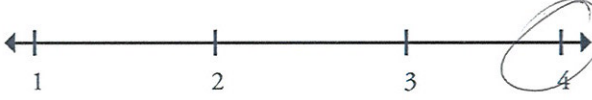
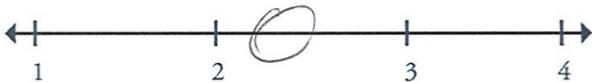

p. 362 #23  
 leading coefficient  $\neq 1$

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

# MATHEMATICS III — FUNCTIONS (F)

## Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>F-IF.8b</b></p> <p>8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>b. Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as <math>y = (1.02)^t</math>, <math>y = (0.97)^t</math>, <math>y = (1.01)^{12t}</math>, <math>y = (1.2)^{t/10}</math>, and classify them as representing exponential growth or decay.</i></p> <p>Note: Include rational and radical; focus on using key features to guide selection of appropriate type of model function.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p. 559 - 562</i></p> <p><i>Solve for given values, not asked to identify growth or decay...</i></p> <p><i>Very contextual → answers should show growth or decay but -</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>Classification of type</i></p>
	<p>Overall Rating </p>



---

### Building Functions (F-BF)

---

The Charles A. Dana Center
42

\_\_\_\_\_

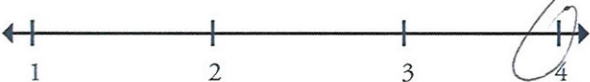
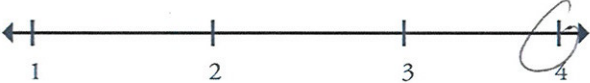
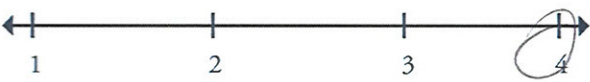

### Building Functions (F-BF)

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

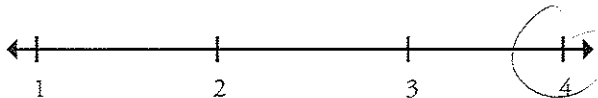
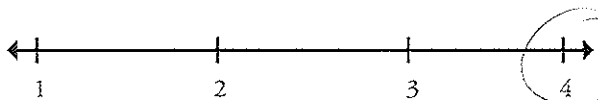
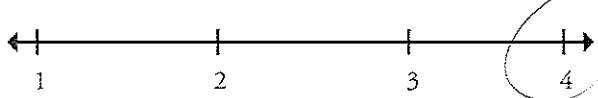
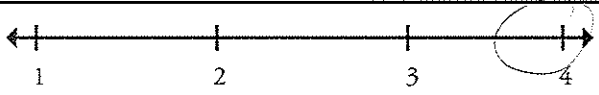
# MATHEMATICS III — FUNCTIONS (F)

## Building Functions (F-BF)

<p><b>Build new functions from existing functions.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>F-BF.4a</b></p> <p>4. Find inverse functions.</p> <p>a. Solve an equation of the form <math>f(x) = c</math> for a simple function <math>f</math> that has an inverse and write an expression for the inverse. <i>For example, <math>f(x) = 2x^3</math> or <math>f(x) = (x+1)/(x-1)</math> for <math>x \neq 1</math>.</i></p> <p>Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b></p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p>p. 545 - 548</p> <p>balloon (drop on target)</p> <p>solve <math>f(x)</math></p> <p>find <math>f^{-1}(x)</math></p> <p>and solve for values</p> <p>linear</p> <p>rational</p> <p>quadratic</p> <p>546</p> <p>#7</p> <p>adapt strategies</p> <p>patterns that relate function to inverse sm</p> <p>Header profits</p> <p>(not just finding inverse but describing what orig. <math>f(x)</math> tells about situation &amp; what <math>f^{-1}(x)</math> tells about same)</p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p>No exponential</p> <p><b>Overall Rating</b> </p>

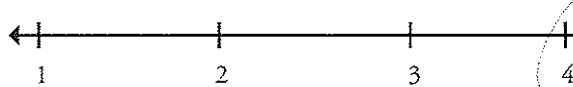
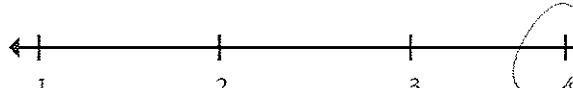
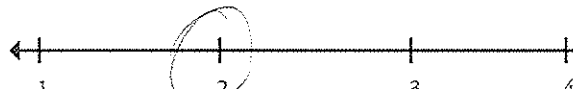
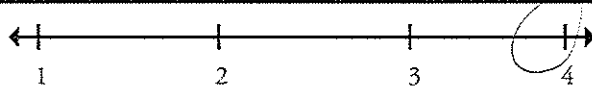
Title of Instructional Materials: \_\_\_\_\_

## Linear, Quadratic, and Exponential Models (F-LE)

<p><b>Construct and compare linear, quadratic, and exponential models and solve problems.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>F-LE.4</b></p> <p>For exponential models, express as a logarithm the solution to <math>ab^{ct} = d</math> where <math>a</math>, <math>c</math>, and <math>d</math> are numbers and the base <math>b</math> is 2, 10, or <math>e</math>; evaluate the logarithm using technology.*</p> <p>Note: Logarithms as solutions for exponentials.</p>     <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 559 - 564</p> <p>Intro gives sample contexts, <del>then</del> asked problems then more contextual</p> <p><u>base 10 &amp; others, but not e</u></p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p>no e</p>
	<p><b>Overall Rating</b> </p>

Title of Instructional Materials:

### Trigonometric Functions (F-TF)

<p><b>Extend the domain of trigonometric functions using the unit circle.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>F-TF.1</b></p> <p>Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b></p> <p>multiple approaches expanding on prev. skills</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 427 - 432</p> <p>experiment to define radian</p> <p>discussion of formula for calculation</p> <p>use of comp tools</p> <p>no context outside geometry</p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

---

## Trigonometric Functions (F-TF)

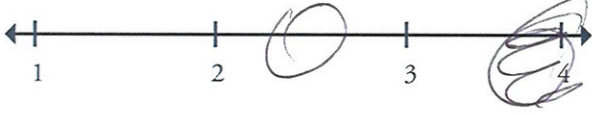
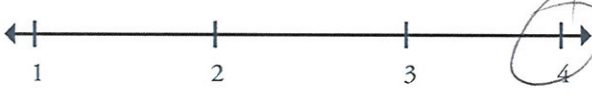


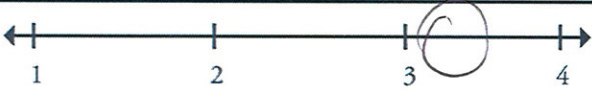
47

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

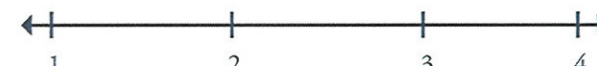
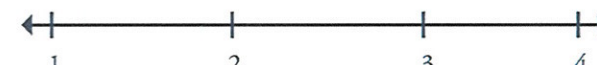


# MATHEMATICS III — FUNCTIONS (F)

## Trigonometric Functions (F-TF)

<b>Model periodic phenomena with trigonometric functions.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<p><b>F-TF.5</b></p> <p>Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p. 432-437</i></p> <p><i>p. 435 Why use this trig function? the swing (pendulum) day/night discussion not amp, freq. midline 437 C4U matching</i></p> <p><i>no choose one</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p></p> <p>Overall Rating </p>

---

## Similarity, Right Triangles, and Trigonometry (G-SRT)

<b>Apply trigonometry to general triangles.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>G-SRT.9</b> (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 



---

## Similarity, Right Triangles, and Trigonometry (G-SRT)

51

---

## Geometric Measurement and Dimension (G-GMD)


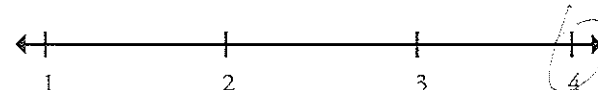
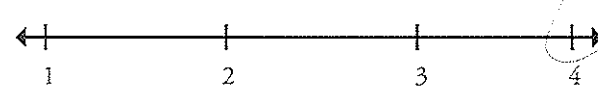
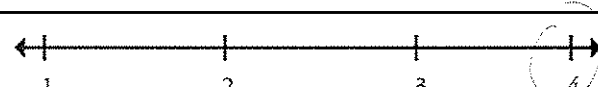
---

### Modeling with Geometry (G-MG)

A graph of the function  $y = x^2$  for  $x \geq 0$ . The curve starts at the origin (0,0) and increases as  $x$  increases, passing through the point (1,1). The curve is concave down.

Title of Instructional Materials: \_\_\_\_\_

### Modeling with Geometry (G-MG)

<b>Apply geometric concepts in modeling situations.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>G-MG.2</b> Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.  <i>p. 93 #3 density of bacteria count per cm<sup>2</sup></i>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>only one problem from flow section</i></p>
	<p>Overall Rating </p>

Title of Instructional Materials: \_\_\_\_\_

### Modeling with Geometry (G-MG)

<p><b>Apply geometric concepts in modeling situations.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>G-MG.3</b></p> <p>Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*</p>  <p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p>p42 #4 diamond far as sparkle L's ⇒ parallel lines</p> <p>p. 43 #8 lift-bed truck L's Δ's attest</p> <p>p. 173-174 pantograph copying maps, drawings to diff scale</p> <p>LOVE THESE!</p>	<p><b>Important Mathematical Ideas</b> ←   ————   ————   ————   → 1                  2                  3                  4</p> <p><b>Skills and Procedures</b> ←   ————   ————   ————   → 1                  2                  3                  4</p> <p><b>Mathematical Relationships</b> ←   ————   ————   ————   → 1                  2                  3                  4</p> <p><b>Summary / Justification / Evidence</b></p> <p>well developed content is engaging real-world ← solve problems(?) arising from</p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>  <p><b>Overall Rating</b> ←   ————   ————   ————   → 1                  2                  3                  4</p>

---

## Interpreting Categorical and Quantitative Data (S-ID)

**S-ID.4**

Indicate the chapter(s), section(s), and/or page(s) reviewed.

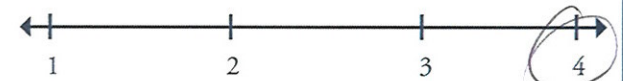
p. 240 - 243  
theoretical  
normal  
 $\mu$  &  $\sigma$   
weights of new  
babies

only p. 243  
for  
normal  
z table

e(s) reviewed.

Chlor

## Important Mathematical Ideas



A horizontal number line with arrows at both ends. It has four tick marks labeled 1, 2, 3, and 4 from left to right. The tick mark for 4 is circled.


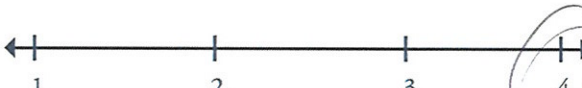
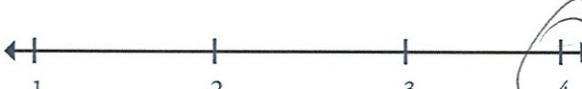
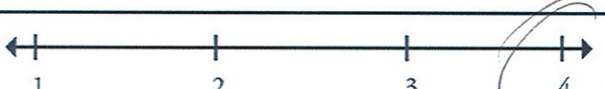
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Certain data sets procedures not appropriate  
not particularly well-developed

A horizontal number line with arrows at both ends. It has tick marks labeled 1, 2, 3, and 4. The number 4 is circled.

---

### Making Inferences and Justifying Conclusions (S-IC)

<p><b>Understand and evaluate random processes underlying statistical experiments.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>S-IC.1</b></p> <p>Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p>         <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 266 rolling dice Monopoly 9 doubles 20 rolls - 70 statistically significant rare event connected making predictions &amp; conclusions if stat sign if not</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b></p> <p>thorough disassim</p>
	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>    <p><b>Overall Rating</b> </p>



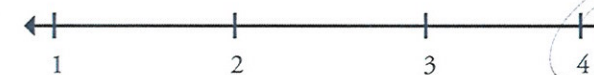
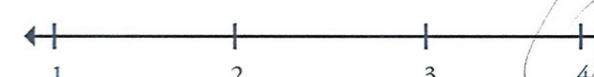
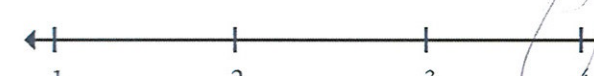
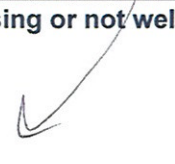
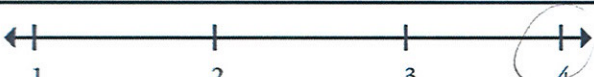
---

### Making Inferences and Justifying Conclusions (S-IC)

<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 74 -          "use statistical reasoning          to find reasonable soln.          backed by evidence"          ex: blind          sub: double blind          ev. blind</p> <p>p. 85-87          randomization test          dry seedlings          stem length - flower size          STM</p>	<p>Summary / Justification / Evidence</p> <p>ideas well developed, content embedded in real-world context</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating</p> <p>1 2 3 4</p>

Reviewed By: \_\_\_\_\_

**MATHEMATICS III — STATISTICS AND PROBABILITY (S)**

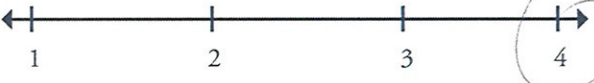
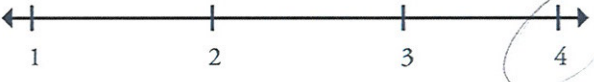
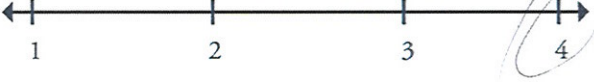
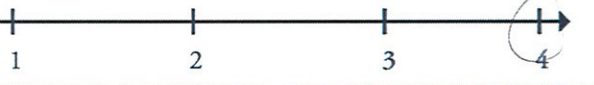
<p><b>Make inferences and justify conclusions from sample surveys, experiments, and observational studies.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>S-IC.4</b></p> <p>Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b>  <i>(For the 2 problems)</i>  <i>only 2 problems not in classwork activities)</i></p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p><i>p. 279 #17</i>  <i>does exactly that → survey</i>  <i>askens who count sheep</i></p> <p><i>p. 280 #20</i>  <i>affect of sample size on margin</i>  <i>- no context</i></p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p></p> <p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

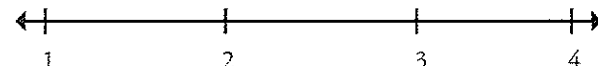
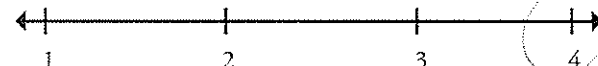
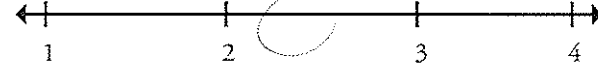

# MATHEMATICS III — STATISTICS AND PROBABILITY (S)

## Making Inferences and Justifying Conclusions (S-IC)

<p><b>Make inferences and justify conclusions from sample surveys, experiments, and observational studies.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>S-IC.5</b></p> <p>Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b></p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p><i>p. 81-88</i>  <i>developed investigation</i>  <i>of standard connected</i>  <i>to previous activity</i>  <i>other contextual problems</i>  <i>- statistical software</i></p> <p><i>connected to course 1</i>  <i>penny stacking</i></p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

Title of Instructional Materials: \_\_\_\_\_

### Making Inferences and Justifying Conclusions (S-IC)

<b>Make inferences and justify conclusions from sample surveys, experiments, and observational studies.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>S-IC.6</b> Evaluate reports based on data.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed. <i>p. 79-80 Analyze reports of studies → lurking variables STM, CUA</i>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): <i>Analysis/reasoning is statistical not mathematical</i></p>
	Overall Rating 

.....

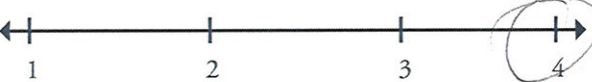
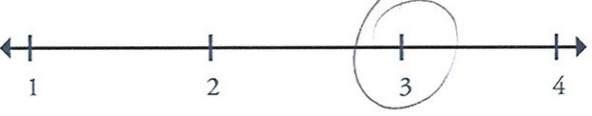
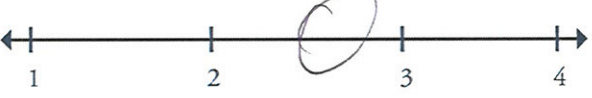
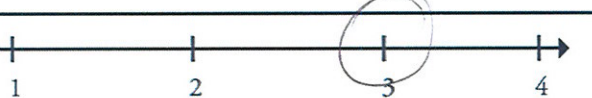
## Using Probability to Make Decisions (S-MD)

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

# MATHEMATICS III — STATISTICS AND PROBABILITY (S)

## Using Probability to Make Decisions (S-MD)

<p><b>Use probability to evaluate outcomes of decisions.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>S-MD.7</b></p> <p>(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p> <p>Note: Include more complex situations.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p><i>p. 280 #21</i>  <i>Martingale gambling system</i>  <i>Poullette bet on red till win</i>  <i>then leave</i></p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><i>one problem in the section</i></p> <p>Overall Rating </p>